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ABSTRACT

This paper reports on the study at Brevard Community College in Florida to discover how faculty and students can learn from each other. By examining the diverse elements of the college population and making the findings widely available, the disparate liberal arts courses and the diversity of participating faculty and students can become mutually enriching. The goal is to get students to discover America by using a problem-posing pedagogy that is based on a dialogue between students and faculty, and on collaboration in which the crucial issues of the time are set forth and exposed. Students are encouraged to question possibilities and make choices in order to participate in a community of scholars. The student survey with results, and the memo to faculty soliciting contributions, and sample faculty contributions are included. Contains a 55-item bibliography. (Author/EH)

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ED 387 414

A Grassroots Approach to Formulating a Multicultural, Interdisciplinary Core Curriculum

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By

Dr. Henry N. Carrier
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SO 025 335

he Seventeenth Annual NISOD International Conference
on Teaching Excellence
May 21-24, 1995
Austin, Texas

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Donald A. Williams

Mr. Williams earned his MS in Journalism at Columbia University. He has taught courses in literature, composition, and technical writing for 24 years at the community college level. He has traveled to some 24 countries around the world as student and teacher.

Henry N. Carrier

As an international education adviser and instructor, Dr. Carrier has visited 22 foreign countries. He was a Fulbright Scholar to India in 1986 and has taught Anthropology, Composition, Creative Writing, Journalism, Literature, Philosophy, Political Science, and Western Civilization.

The Harry T. and Harriette Moore Multicultural Center was established at Brevard Community College in 1995. The presentation is one of a number of initiatives the college has undertaken to fulfill the college's important mission of multicultural education: The Institute for Latin American Studies and the Crosswalk program with the Defense Equal Opportunity Management Institute.

A Grassroots Approach to Formulating a Multicultural, Interdisciplinary Core Curriculum

By

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Paul Rathbun

ABSTRACT

Multiculturalism, an approach which identifies the multiple cultural perspectives present in American culture, seeks to acknowledge the diversity in our society in order to reveal the character and the dynamic nature of our culture. An interdisciplinary approach would promote the idea that diversity is relevant for teaching the social sciences, the liberal arts, and the fine arts. It teaches that there is more than one way to view an event, idea, or era, thus enabling us to examine what it means to be an American.

Multiculturalism must be grounded in dialogue in which human experience mediates the encounter between individuals. It can encourage students and faculty to deal critically and creatively with reality. As we risk experiencing discomfort when students arrive at conclusions that are contrary or antagonistic to our own, we must still seek to empower them. We can best empower them and ourselves by finding out which problems and what issues concern us most. Empowerment can then be translated as the practice of examining possibilities and making choices. To the degree that this happens, students and faculty can discover how to participate in a community of scholars. Our goal is to get students to discover America by using a problem-posing pedagogy—one that is based first on a dialogue between students and faculty and secondly on a collaboration in which the crucial issues of our time are set forth and exposed.

By surveying faculty and students, and making the findings widely available, the disparate Liberal Arts courses and the diversity of participating faculty and students can become mutually enriching.

After canvassing all Liberal Arts faculty and their students about their special concerns regarding multicultural issues, an interdisciplinary core of topics can be distributed for classroom usage. Students exposed to a core curriculum of multi-cultural content in the disparate liberal arts courses can learn more about themselves and the world.

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A Grassroots Approach to Formulating a Multicultural, Interdisciplinary Core Curriculum

May 22, 1995

AGENDA

I. The Process Is the Product —Don Williams

- Definitions and Terms
- Current Programs at Brevard Community College
- Recent Initiatives
- The Issue of Empowerment

II. The Process in Progress at Brevard Community College —Henry Carrier

- Student Survey
- Faculty Survey

III. Give and Take —Participants

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The Process Is the Product

CULTURE . . .

is the integrated system of learned behavior, characteristic of the members of a society, together with material objects used as an integral part of this behavior including

- Art
- Beliefs
- Ceremonies
- Customs
- Ideas
- Institutions
- Language
- Law
- Literature
- Morals
- Music

MULTICULTURALISM . . .

is an approach that confers validity, by means of education, upon the multiple cultural perspectives which make up the American Experience.

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GRASSROOTS . . .

is an approach that confers validity by means of process upon the populations of students by giving them an appropriate voice in what they learn, and for the population of teachers an appropriate familiarity with what others teach.

INTERDISCIPLINARY . . .

is an approach that confers validity by means of education, upon all recognized disciplines. It refers to the interdependence of all knowledge and the experience of all Americans.

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For our democratic society to flourish the ongoing conversation about the education of citizens must recognize and acknowledge the possibility of unity beneath the diversity of voices, *E Pluribus Unum.*

Source: Kimpston, Williams, & Stockton (1992). Ways of knowing and the curriculum. *The Educational Forum*, 56(2). (p. 153).

THE MULTICULTURAL APPROACH

The pedagogy you use must encourage students and faculty:

- To take the divisions of society seriously
- To think critically about these divisions
- To investigate dialogically
- To explore scientifically
- To seek understanding
- To appreciate
- To accept responsibility
- To act

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When the dominant group in any society adopts the posture that its own set of values constitutes the only idealized norm in that society, the ethnic practices or traits of minority cultures are likely seen as deficient.

Young Pai (1990). *Cultural Foundation of Education*. (p. 34).

THREE MODELS OF HELPING RELATIONSHIPS

MORAL MODEL:

Blames the victim by viewing persons as responsible for both their own problems and their solutions: the rest of society is absolved of responsibility.

MEDICAL MODEL:

Establishes a benevolent helping relationship in which "experts" with power and knowledge help those who presumably lack these resources.

EMPOWERMENT MODEL:

Capitalize on a person's ability to understand his/her own needs and builds on energy, networks, and strengths already present.

SLEETER (1991)

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FIVE PERSPECTIVES IN WHICH THE SOCIAL SCIENCES SEE THE POOR

MORALIZING:
"looking down and condemning"
regards the poor as dangerous and defective

MEDICALIZING:
"looking down and pitying"
regards the poor as weak and defective

NORMALIZING:
"denying the difference"
regards the poor as no different from anyone else

NATURALIZING:
"products of social laws"
depersonalizes the issue

APOTHEOSIZING:
"looking up and worshipping"
regards the poor as strong and heroic

HAMPDEN-TURNER (1974)

EMPOWERMENT . . .

is the "process through which students learn to critically appropriate knowledge existing outside their immediate experience in order to broaden their understanding of themselves, the world, and the possibilities for transforming the taken-for-granted assumptions about the way we live" (McLaren 1989).

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IMPEDIMENTS TO EMPOWERMENT

1. Fear of Freedom - *desire for and fear of authentication*
2. Distortion of One's Humanity - *treated as an object*
3. Colonized Mentality - *attracted exclusively towards lifestyle of successful persons*
4. Self-Deprecation - *internalizing the opinion that others hold of oneself*

Remember:

"When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go there without being told. In fact, if there is no back door, he will cut one for his own special benefit. His education makes it necessary."

(Woodson 1933)

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The Process in Progress at Brevard Community College

STUDENT QUESTIONNAIRE

This is *not* a test. It is an attempt to see how interested BCC students might be in having facts, ideas, and topics like these included in BCC courses. To include this information would *not* mean more work required of students.

Please answer either A, B, C, or D in response to these facts, ideas, and topics. Do not sign your name.

On the reverse side of the answer sheet, please write in suggestions, opinions, or comments.

Our thanks to Paul Rathbun for his contributions to the positions on Native-Americans and Asian Americans. Much was condensed and revised from *Stereotypes, Distortions, and Omissions in U.S. History Textbooks* (New York: Council on Interracial Books for Children, 1972).

Much of the information regarding African-Americans came from *The Ethnic Almanac* by Stephanie Bernardo, Dolphin Books (Doubleday, 1981, pp. 67-89).

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1. In North America before 1492 there were over 300 distinct languages and about 500 separate cultures. Societies ranged from the urban complexes of the "Mound Builders" and the multi-national political alliances of the Iroquois and of the Huron, to the small hunting bands of the Inuit. Art, science, and oral literature flourished in every society. Well-developed systems of trade existed between many of the nations.

30.2% A. This information is not interesting to me.
39.9% B. This information is somewhat interesting to me.
12.6% C. This information is very interesting to me.
17.3% D. This information is interesting enough to me that I would like to see it discussed in class some time.

2. Politically, most Native American societies were more democratic before 1492 than those in Europe or the colonies. Decisions were generally made by consensus, women were usually actively involved and there was seldom a property requirement for participation.

26.4% A. This information is not interesting to me.
40.6% B. This information is somewhat interesting to me.
18.5% C. This information is very interesting to me.
14.4% D. This information is interesting enough to me that I would like to see it discussed in class some time.

3. Prior to European contact, Native Americans utilized virtually all available medicinal plants and herbs. The enormous variety of foodstuffs cultivated by Native Americans demonstrates the agricultural knowledge of many of the societies.

14.4% A. This information is not interesting to me.
34.9% B. This information is somewhat interesting to me.
27.9% C. This information is very interesting to me.
22.7% D. This information is interesting enough to me that I would like to see it discussed in class some time.

4. It was not until the development of the cartridge rifle that Euro-American technology "overcame the Indians." The previous dependence upon muzzle-loading, one-shot arms had been too slow and cumbersome against bows and arrows.

26.4% A. This information is not interesting to me.
36.9% B. This information is somewhat interesting to me.
24.1% C. This information is very interesting to me.
12.6% D. This information is interesting enough to me that I would like to see it discussed in class some time.

5. European survival in North America was heavily dependent on the technology and skills of Native Americans in agriculture, medicine, transportation and hunting.

15.1% A. This information is not interesting to me.
34.8% B. This information is somewhat interesting to me.
29.3% C. This information is very interesting to me.
20.8% D. This information is interesting enough to me that I would like to see it discussed in class some time.

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6. Missionary efforts principally benefited the Europeans by providing them with free labor in developing missions and farms, and with a source of converts. For the most part, missionaries operated from the perspective that Native Americans were "savages" in need of uplifting form the "heathen" beliefs.

32.0% A. This information is not interesting to me.
39.9% B. This information is somewhat interesting to me.
16.2% C. This information is very interesting to me.
11.9% D. This information is interesting enough to me that I would like to see it discussed in class some time.

7. Under the administration of U.S. President Grant, reservations were parceled out among various religious denominations whose members were appointed as agents to supervise the Native people under their control The missionary lobby succeeded in having Congress declare Native American religious practices illegal, a situation which existed until 1934.

25.0% A. This information is not interesting to me.
35.1% B. This information is somewhat interesting to me.
24.5% C. This information is very interesting to me.
15.3% D. This information is interesting enough to me that I would like to see it discussed in class some time.

8. George Washington was paid for his services in the French and Indian War with thousands of acres of Native land beyond the Appalachians. And, immediately before 1763, he had invested heavily—along with Patrick Henry, Benjamin Franklin and other businessmen—in land speculation schemes involving millions of acres of that now forbidden Native American territory.

22.1% A. This information is not interesting to me.
31.5% B. This information is somewhat interesting to me.
27.9% C. This information is very interesting to me.
18.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

9. "Sacajawea, Squanto and other Native Americans are portrayed as "friendly" because they assisted the invaders, while Metacom ("King Philip"), Goyathlay (Geronimo) and other Native Americans are often portrayed as "unfriendly" because they attempted to defend their communities. All nations define a "patriot" as one whose allegiance is toward his or her own people. Consequently, true Native American heroes are those who fought to preserve and protect their people's freedom and land.

16.5% A. This information is not interesting to me.
30.5% B. This information is somewhat interesting to me.
26.9% C. This information is very interesting to me.
25.8% D. This information is interesting enough to me that I would like to see it discussed in class some time.

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10. The long and enormously expensive U.S. war against the Seminoles was fought, in large part, because slaveholding interests, heavily represented in the national government, wanted to destroy the sanctuary that the Seminoles provided for escaped slaves.

16.5% A. This information is not interesting to me.
33.4% B. This information is somewhat interesting to me.
27.5% C. This information is very interesting to me.
22.6% D. This information is interesting enough to me that I would like to see it discussed in class some time.

11. Article III of the United States Constitution states: ". . . all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land . . ." Treaties with Native American nations are of equal legal standing as are treaties with European nations. This interpretation has been repeatedly confirmed by federal course. (There is much evidence that the writing of our *Constitution* was greatly influenced by the Native-American political practices.)

19.1% A. This information is not interesting to me.
33.1% B. This information is somewhat interesting to me.
26.6% C. This information is very interesting to me.
21.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

✓ 12. Today Native Americans have a life expectancy of 64 years, some 10 years below the white population. Twice as many Native American infants die during their first year as do infants as a whole. Native Americans suffer the highest incidence of suicide, TB, and alcoholism of any group in the U.S.

10.6% A. This information is not interesting to me.
29.7% B. This information is somewhat interesting to me.
30.4% C. This information is very interesting to me.
29.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

13. Scientific evidence to date has not conclusively established the fact that some human populations are more prone to alcoholism than others. . . . As far as the American Indians are concerned, no data indicates any special constitutional factor that gives a biological basis to such prevalent views on native drinking behaviors.

18.7% A. This information is not interesting to me.
30.0% B. This information is somewhat interesting to me.
29.3% C. This information is very interesting to me.
22.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

✓ **One of 3 questions most interesting to students.**

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✓ 14. Nearly all of the country's 317 Indian reservations are threatened by environmental hazards, from unsanitary garbage dumps to radioactive waste.

9.2% A. This information is not interesting to me.
24.8% B. This information is somewhat interesting to me.
36.0% C. This information is very interesting to me.
29.7% D. This information is interesting enough to me that I would like to see it discussed in class some time.

15. Overall unemployment on American Indian reservations averages a staggering 58 percent, and in some areas poverty grips 86 percent of the people.

15.3% A. This information is not interesting to me.
31.3% B. This information is somewhat interesting to me.
29.1% C. This information is very interesting to me.
24.3% D. This information is interesting enough to me that I would like to see it discussed in class some time.

16. Twenty Africans were sold into slavery at Jamestown, Virginia, by a Dutch ship which had veered off course on the way to the West Indies.

25.5% A. This information is not interesting to me.
36.3% B. This information is somewhat interesting to me.
22.5% C. This information is very interesting to me.
15.8% D. This information is interesting enough to me that I would like to see it discussed in class some time.

17. The Virginia legislature decreed that the child of a slave woman and a white man would inherit the status of his mother and be considered a slave.

14.6% A. This information is not interesting to me.
33.3% B. This information is somewhat interesting to me.
28.2% C. This information is very interesting to me.
23.6% D. This information is interesting enough to me that I would like to see it discussed in class some time.

18. The importation of slaves was officially prohibited by Congress starting January 1, 1808 but the illicit sale of slaves continued until the Civil War. It has been estimated that 54,000 "illegal" slaves entered the United States between 1808 and 1860.

18.0% A. This information is not interesting to me.
30.9% B. This information is somewhat interesting to me.
27.0% C. This information is very interesting to me.
24.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

✓ One of 3 questions most interesting to students.

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19. The world's first successful heart operation was performed at Chicago's Provident Hospital on July 9, 1893 by a Negro (African-American) physician, Dr. Daniel Hale Williams.

11.0% A. This information is not interesting to me.
25.7% B. This information is somewhat interesting to me.
37.8% C. This information is very interesting to me.
25.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

20. Bob Marshall of the University of Minnesota was the first Black American selected for the All-American football team in 1905.

35.2% A. This information is not interesting to me.
32.1% B. This information is somewhat interesting to me.
19.2% C. This information is very interesting to me.
13.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

21. Marcus Garvey (1887-1940), a Jamaican immigrant to the United States who believed that Negroes would never receive true justice in a white-majority nation, started a "Back to Africa" movement that attracted 2 million followers.

25.1% A. This information is not interesting to me.
33.9% B. This information is somewhat interesting to me.
25.3% C. This information is very interesting to me.
15.8% D. This information is interesting enough to me that I would like to see it discussed in class some time.

22. The first Black-owned radio station, WERD, began broadcasting in Atlanta, Georgia in 1949.

43.0% A. This information is not interesting to me.
31.1% B. This information is somewhat interesting to me.
16.9% C. This information is very interesting to me.
9.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

23. In 1952 for the first time in 71 years of gruesome record keeping, there were no lynchings of African-Americans reported in America.

21.8% A. This information is not interesting to me.
34.7% B. This information is somewhat interesting to me.
24.3% C. This information is very interesting to me.
19.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

29

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24. The first black man to graduate from an American college was John Russwurm (1799-1851). Born in Jamaica and raised in Maine, Russwurm graduated from Bowdoin College in 1826. He later rose to fame as editor of the first Black newspaper in the United States. *Freedom's Journal*, a four-page weekly published in New York City from 1827 to 1829. In 1834 a vote was taken concerning "the practicability of admitting persons of color" to Oberlin College. The vote was favorable, and Oberlin became the first college in the West to admit both blacks and women as students.

23.2% A. This information is not interesting to me.
36.5% B. This information is somewhat interesting to me.
21.2% C. This information is very interesting to me.
19.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

25. Inventions from the late 1800s that changed people's lives for the better all by African Americans:

- the corn harvester by Harry L. Jones in 1890
- the fountain pen by William B. Purvis in 1890
- a device to transmit messages through electricity by Granville T. Woods in 1885
- the lawn sprinkler by Joseph H. Smith in 1897
- the bottle cap by Amos E. Long in 1898
- the pencil sharpener by John Lee Love in 1897

15.1% A. This information is not interesting to me.
29.7% B. This information is somewhat interesting to me.
27.7% C. This information is very interesting to me.
27.3% D. This information is interesting enough to me that I would like to see it discussed in class some time.

26. During the Japanese attack of Pearl Harbor, Dorie Miller, a Navy mess attendant, shot down several Japanese airplanes with a machine gun even though he never had been trained in artillery. How could he be trained? He was a black man in the segregated armed forces, and his "place" was in the mess hall not artillery school.

17.2% A. This information is not interesting to me.
28.3% B. This information is somewhat interesting to me.
30.8% C. This information is very interesting to me.
23.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

27. Jelly Roll Morton was the father of jazz piano which represented a combination of the chief elements of the blues, of piano ragtime and of orchestra jazz.

31.3% A. This information is not interesting to me.
34.5% B. This information is somewhat interesting to me.
18.2% C. This information is very interesting to me.
16.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

* 28. "Black Patti" trained as a soprano at the New England Conservatory and sang at the White House by invitation of President Harrison in the 1870's was named by a critic after the Italian prima donna Adelina Patti: Her real name was Sissieretta Jones (1868-1933).

45.6% A. This information is not interesting to me.
32.7% B. This information is somewhat interesting to me.
12.2% C. This information is very interesting to me.
9.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

29. For the first part of the nineteenth century (1800's) at least two white composers had shown interest in developing a truly "American" music inspired by the nation's history and by the native Indian and Negro folk music: Anton Phillip Heinrich (1781-1861) and Anton Dvorák.

35.8% A. This information is not interesting to me.
35.6% B. This information is somewhat interesting to me.
15.8% C. This information is very interesting to me.
12.6% D. This information is interesting enough to me that I would like to see it discussed in class some time.

30. "Compared with the countless uprisings of the Brazilian Negroes, the slave revolts [of Gabriel Prosser (1800), Denmark Vesey (1822), and Nat Turner (1831)] in our own country appear rather desperate and futile." Melvin Drimer, *Black History*, 1968

37.2% A. This information is not interesting to me.
33.6% B. This information is somewhat interesting to me.
16.7% C. This information is very interesting to me.
12.4% D. This information is interesting enough to me that I would like to see it discussed in class some time.

31. Oloudah Equiano, one of the first Africans to write a book in the English language, described the area from which slaves were taken in his autobiography.

26.8% A. This information is not interesting to me.
31.5% B. This information is somewhat interesting to me.
23.6% C. This information is very interesting to me.
18.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

32. Out of the Spanish-American War came the story about black soldiers and a song. It is said that when the soldiers "mowed down the enemy" in the storming of San Juan Hill, they sang loudly "There'll Be a Hot Time in the Old Town Tonight."

35.4% A. This information is not interesting to me.
34.9% B. This information is somewhat interesting to me.
15.5% C. This information is very interesting to me.
14.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

*** One of 3 questions least interesting to students.**

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* 33. "The first Negro violinist to tour the United States was a grandson of Frederick Douglass, Joseph Douglass (1869-1935)."

46.2% A. This information is not interesting to me.
28.2% B. This information is somewhat interesting to me.
14.2% C. This information is very interesting to me.
11.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

34. "When a Negro has finished his education in our schools, then he has been equipped to begin the life of an Americanized or Europeanized white man, but before he steps from the threshold of his alma mater he is told by his teachers that he must go back to his own people from whom he has been estranged by a vision of ideals he will realize he cannot attain."

30.4% A. This information is not interesting to me.
28.8% B. This information is somewhat interesting to me.
22.5% C. This information is very interesting to me.
18.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

35. An African-American, Benjamin Banneker, taught himself physics, mathematics, astronomy, published an almanac annually from 1791-1802, responded to the then Secretary of State Thomas Jefferson's assessment in his *Notes on the State of Virginia* (1785): "Blacks are inferior to whites in the endowments both of body and mind and this is a powerful obstacle to the emancipation of these people," by reminding Jefferson: "We hold these truths to be self- evident, that all men are created equal."

14.9% A. This information is not interesting to me.
31.8% B. This information is somewhat interesting to me.
28.0% C. This information is very interesting to me.
25.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

36. In 1842, Charles Dickens wrote: "All the [white] women who have been bred in slaves states speak more or less like Negroes, from having been constantly in their childhood with black nurses."

23.9% A. This information is not interesting to me.
33.1% B. This information is somewhat interesting to me.
26.8% C. This information is very interesting to me.
16.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

*** One of 3 questions least interesting to students.**

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37. *"Although she [America] feeds me bread of bitterness,*
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth!"

36.1% A. This information is not interesting to me.
33.0% B. This information is somewhat interesting to me.
17.8% C. This information is very interesting to me.
13.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

* 38. In "The Chinaman: Domestic, Scholastic, Iconoclastic, and Imperial" in *Putnam's Monthly* (1857), the author started his "Scholastic" article with the following remarks: "Decidedly it is hard to imagine a grave, great and glorious Chinaman. There is something essentially ridiculous in all the pertainings of the outlandish creature. His tail is the sample and style of him; it stands for him in all things. Inside and out, he is altogether just so droll as that, and that suffices to fill the measure of his funniness. Your sense of the ridiculous can ask no more."

46.2% A. This information is not interesting to me.
33.9% B. This information is somewhat interesting to me.
13.8% C. This information is very interesting to me.
6.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

39. During the debate in 1890 over the Exclusion Act of 1882, congressmen asserted that Chinese were "hopelessly devoid of any sense of capability of progress." Being "a poor, miserable, dwarfish race of inferior beings," the Chinese were believed to threaten the spirit of progress in the country.

27.5% A. This information is not interesting to me.
35.9% B. This information is somewhat interesting to me.
21.4% C. This information is very interesting to me.
15.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

40. The Exclusion Act of 1882 denied immigration, naturalization, and citizenship rights to Chinese. It was the first U.S. law to restrict immigration on the basis of race.

16.2% A. This information is not interesting to me.
33.3% B. This information is somewhat interesting to me.
25.2% C. This information is very interesting to me.
25.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

---

* One of 3 questions least interesting to students.

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41. Chinese settlers in Wyoming, Idaho, Washington, California etc. were harassed, massacred, burned out, and forcibly deported during the period following the Exclusion Act.

16.9% A. This information is not interesting to me.
32.4% B. This information is somewhat interesting to me.
27.5% C. This information is very interesting to me.
23.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

42. One-third of Idaho's population in 1890 was of Chinese descent. By 1900, nearly all had been "removed."

21.4% A. This information is not interesting to me.
29.3% B. This information is somewhat interesting to me.
30.2% C. This information is very interesting to me.
19.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

43. A "Chinaman's Chance" means "no chance at all." It refers to 19th century California laws barring Asians from testifying in court—even in their own defense.

21.2% A. This information is not interesting to me.
32.4% B. This information is somewhat interesting to me.
26.1% C. This information is very interesting to me.
20.0% D. This information is interesting enough to me that I would like to see it discussed in class some time.

44. Full citizenship rights were not granted to Americans of Asian descent until 1947.

17.9% A. This information is not interesting to me.
36.2% B. This information is somewhat interesting to me.
24.0% C. This information is very interesting to me.
21.7% D. This information is interesting enough to me that I would like to see it discussed in class some time.

45. In 1565, Mexico City enacted a law banning Chinese barbers from practicing within city limits.

33.1% A. This information is not interesting to me.
34.7% B. This information is somewhat interesting to me.
20.9% C. This information is very interesting to me.
11.3% D. This information is interesting enough to me that I would like to see it discussed in class some time.

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46. Most Chinese immigrants to the U.S. were fleeing the Opium Wars being waged in their homeland by France and England. Of 3,000,000 Chinese who left for the New World, only 12-15% came to the U.S.

24.3% A. This information is not interesting to me.
34.5% B. This information is somewhat interesting to me.
27.0% C. This information is very interesting to me.
14.2% D. This information is interesting enough to me that I would like to see it discussed in class some time.

47. From 1882 to 1902, the Congress passed thirteen discriminatory laws against the Chinese, although Chinese immigrants amounted to only 1 percent of the entire population.

21.2% A. This information is not interesting to me.
33.8% B. This information is somewhat interesting to me.
23.0% C. This information is very interesting to me.
22.1% D. This information is interesting enough to me that I would like to see it discussed in class some time.

✓ 48. In 1898, the U.S. Marines invaded Hawaii, the U.S. took over and claimed the country.

10.6% A. This information is not interesting to me.
30.0% B. This information is somewhat interesting to me.
29.3% C. This information is very interesting to me.
29.5% D. This information is interesting enough to me that I would like to see it discussed in class some time.

49. India has more engineers than any country on earth.

24.8% A. This information is not interesting to me.
32.7% B. This information is somewhat interesting to me.
27.9% C. This information is very interesting to me.
14.4% D. This information is interesting enough to me that I would like to see it discussed in class some time.

50. The printing press, the telescope, pasta were all imported to Europe from Middle and Eastern Asia.

17.4% A. This information is not interesting to me.
37.3% B. This information is somewhat interesting to me.
26.2% C. This information is very interesting to me.
18.6% D. This information is interesting enough to me that I would like to see it discussed in class some time.

✓ One of 3 questions most interesting to students.

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DATA SHEET

51. Race:

8.7% A. African-American
3.6% B. Asian-American
2.4% C. Native American
75.1% D. White-American
10.2% E. Other (includes Native Americans)

52. Age:

56.3% A. 0-21
17.4% B. 22-25
16.2% C. 26-35
6.0% D. 36-45
4.1% E. 45+

53. Sex:

44.6% A. Male
54.2% B. Female

54. Political orientation:

6.1% A. Very liberal
19.6% B. Liberal
49.6% C. Middle of the Road
19.6% D. Conservative
5.1% E. Very conservative

27

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SAMPLE STUDENT RESPONSES—POSITIVE

✎ Probably because my father was a history nut, he used to tell me stories about the American Indians. There are no words to describe the ill feeling I get when I think about the injustices imposed upon them. This does not mean that it only pertains to them, but to understand what happened to them has happened to so many others. Having your home, your family and your dignity stripped away. All in the name of greed and ignorance.

✎ All information is valuable information in my eyes. I would like to see more conversation about other races (being of a minority myself). I only hope it is taught in the appropriate class and without a teacher's personal bias weighing on the minds of the students.

✎ The subjects listed on the questionnaire in the form of questions or statements are very interesting to me and I personally feel that they would be of interest to young people today.

✎ I believe that in our courses of study at BCC we do not place enough emphasis on other ethnic groups. English, history, and government classes need to focus more on the plight of the minority so that we can continue to learn from our mistakes.

✎ Some facts about African Americans is interesting and it would be nice to be able to discuss them. There is only one question on INDIA (q. 49). Not very many people know very much about INDIA. Most people think that INDIA is a backward country where people still live in mud houses and ride on wild animals! BCC could consider having a course on INDIA or maybe discuss INDIA with the latest information.

✎ Native American history has been neglected. American people should learn more about the history of America and her peoples as a whole, not just a few choice cultures.

✎ America calls itself "one nation under God." That is a falsity. How could a nation call itself that with all of the unjustice [sic] that was covered or discussed on this questionnaire. In *MANY* ways I am ashamed to be an American.

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SAMPLE STUDENT RESPONSES—NEGATIVE

✎ There is a lot of worthless material that shouldn't interfear [sic] with points of interest in today's society. Knowing how much a war against the Indians cost in the early 1800s is and should be considered worthless as well as the other 49 questions.

✎ I think the BCC curriculum should be based on facts about the past and current issues. It should leave any racial or national origin questions out.

✎ Some of this "information" is presented in biased language, reflecting a trend towards political correctness. Although subjects are interesting, these "facts" should not *replace* facts about European-American white history, or [be] presented to *over-compensate* for biases presented in the past.

✎ I am a white male under 21, and just because the African American studies have no interest to me does in no way mean that I am a racist nor a fascist. Let it be clear, I'm just tired of having the sufferage [sic] of the black population shoved down my throat.

✎ I feel many of these topics are interesting, but what bothers me is the race issue, why can't we learn about this without the race origin being emphasized. Race neutral teaching.

✎ I think that some of this information is interesting and should be taught in the classrooms; however, what information will be taken out to substitute? Also, it bothers me that specific achievements are brought out because of the inventor's race or ethnic background. Why does it matter what race they are?

✎ I don't care what race anyone is, but this questionnaire is put in a manner that would offend people. Not all people feel that the things done are right and would be outraged by some of the things in this questionnaire [that] were done, but *they* didn't do it and this questionnaire would seem to make people feel as though they were a part of it. Not all people of European descent treated people like this. Everyone deserves some kind of respect.

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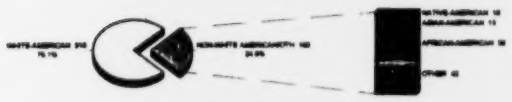
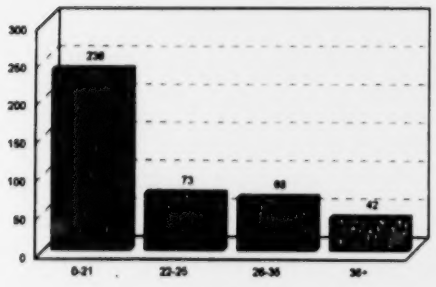
DEMOGRAPHICS OF SAMPLE POPULATION

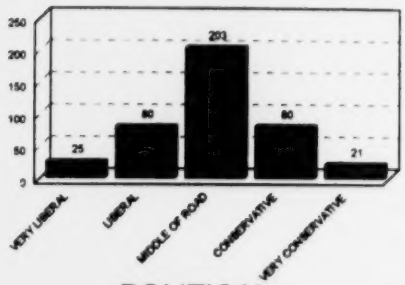


ETHNICITY

GENDER



AGE



POLITICAL ORIENTATION

N=444

CONCLUSIONS

The obtained Chi Squares for each of the four research questions below were found to be significant at the .05 level of significance.

Therefore we can conclude that:

1. With respect to ethnicity there is a difference in interest level based on the four responses to the 50 questions.
2. With respect to age there is a difference in interest level based on the four responses to the 50 questions.
3. With respect to gender there is a difference in interest level based on the four responses to the 50 questions.
4. With respect to political orientation there is a difference in interest level based on the four responses to the 50 questions.

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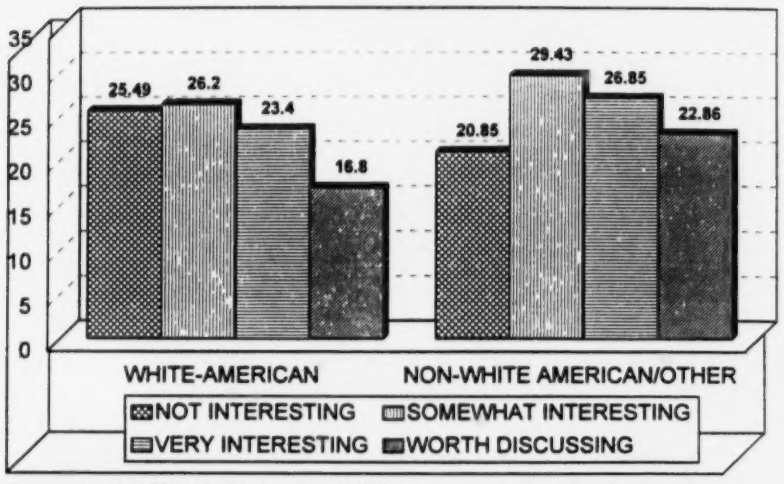
INTEREST LEVEL

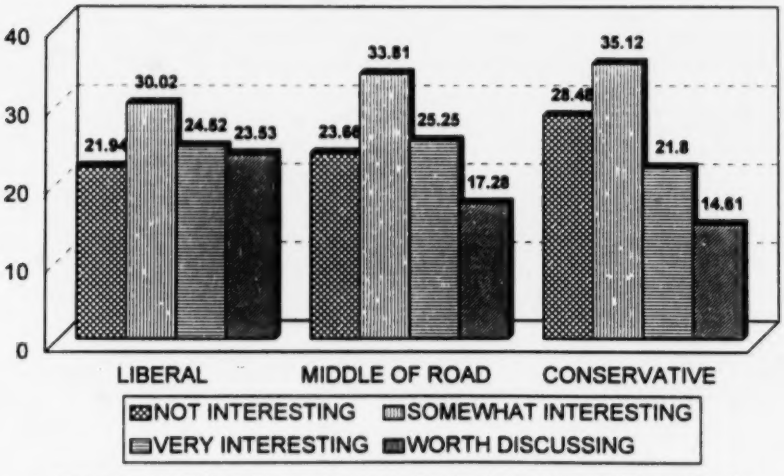
BY ETHNICITY



It appears that Non-White Americans/Others are more receptive to discussing multicultural topics.

INTEREST LEVEL

BY POLITICAL ORIENTATION



It appears that Liberals are more receptive to discussing multicultural topics.

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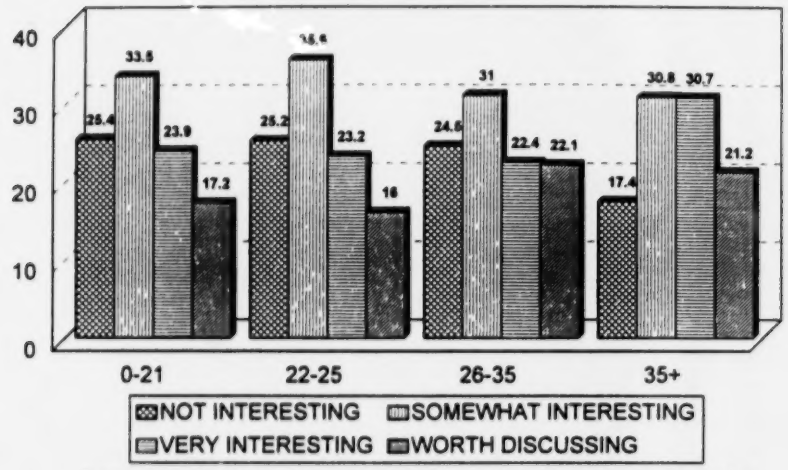
INTEREST LEVEL

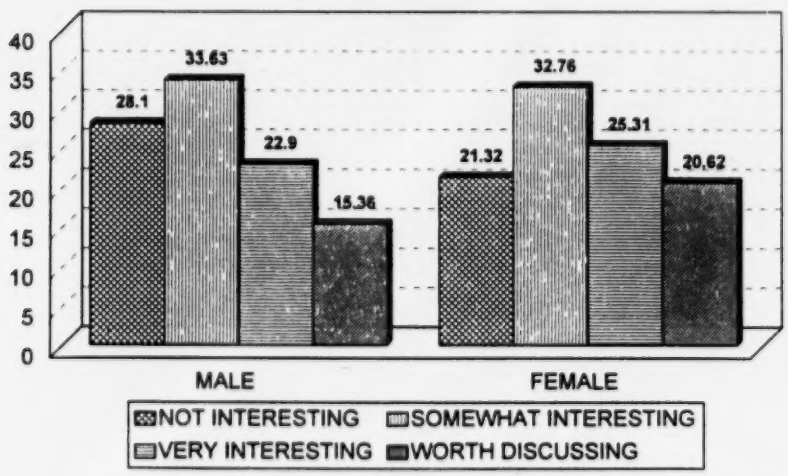
BY AGE GROUP



It appears that the two older age groups are more receptive to discussing multicultural topics.

INTEREST LEVEL

BY GENDER



It appears that Females are more receptive to discussing multicultural topics.

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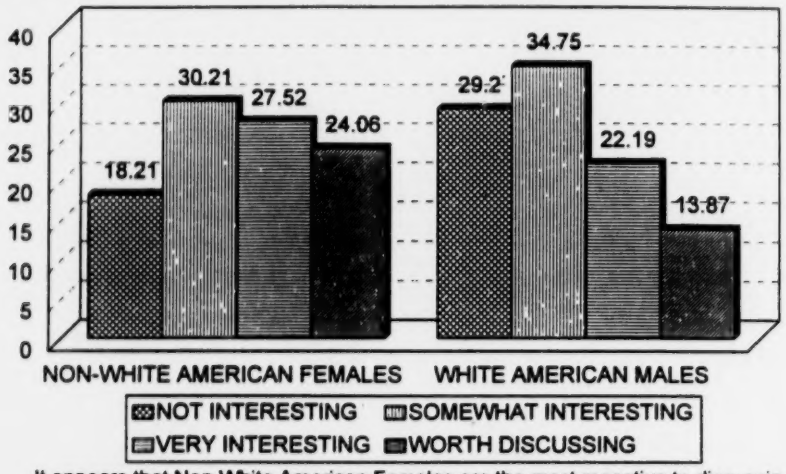
INTEREST LEVEL

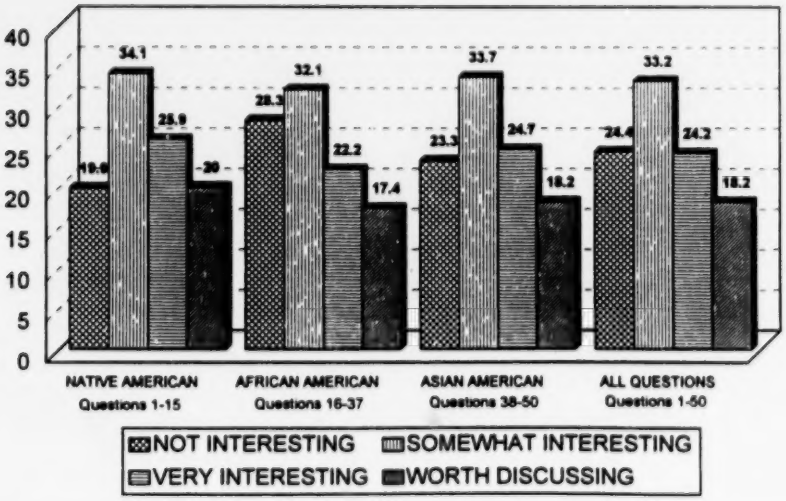
BY MOST RECEPTIVE AND LEAST RECEPTIVE GROUPS



It appears that Non-White American Females are the most receptive to discussing multicultural topics while White American Males are the least receptive.

INTEREST LEVEL

BY QUESTION TYPE



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BREVARD COMMUNITY COLLEGE
COCOA CAMPUS
MEMORANDUM

To: BCC Faculty
From: Robert J. Ludwiczak, Director Employee Relations
Re: Faculty Contributions to Multicultural, Interdisciplinary Curriculum Information
Date: March 23, 1995

Dr. Henry N. Carrier, Professor of Political Science; *Donald Williams*, Assistant Professor of Communications; and *Mr. Paul Rathbun*, Theater Director, all of the Cocoa Campus, would like to solicit your contributions to a multicultural, interdisciplinary curriculum informational booklet that will be made available to all BCC faculty.

The purpose of the compilation will be to give instructors the option of drawing upon a common source of information and topics when they select texts, prepare syllabi, assign writing topics and conduct class discussions. Faculty may find such a resource useful when relating their courses to other content areas.

Every discipline has potential for making contributions, for example:

- Business (Affirmative Actions/Equal Opportunity issues)
- Humanities and Communications (contributions of ethnic artists, musicians, and writers)
- The sciences (ethnography and physical anthropology).

Please contribute topics, facts, ideas, or issues from your content area, to be included in the BCC Multicultural, Interdisciplinary Guide for Faculty, and send them to:

Dr. Henry N. Carrier
Humanities, Behavioral & Social Science Department
Cocoa Campus

Any and all received will be most welcome and appreciated. Thank you!

PLEASE DETACH AND RETURN BY APRIL 10, 1995

What is the most important issue from your content area that relates to "multiculturalism" or "cultural diversity"?

What information from your area should be included in compilation of multicultural issues to be made available to BCC faculty?

(Attach as many pages as you wish. Please feel free to comment.)

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SAMPLE FACULTY CONTRIBUTIONS

Raj Ayyar, Assistant Professor, Religion:

The compilation of multicultural issues needs to include the following resources from my area:

a) A good overall introduction to the commonalities between faith systems such as Aldous Huxley's *The Perennial Philosophy.*

b) Access to videos and exercises employed by agencies such as Deomi that specialize in facilitating transcultural understanding and empathy.

c) The use of a good text in general semantics such as Hayakawa's *Language in Thought and Action* complemented by a work that brings in perspectives from cultural anthropology and history, e.g. Seymour Fersh's *Learning about Peoples and Cultures.* I have found that the perspectives and exercises in Hayakawa's book are invaluable in helping students break down their stereotypes in a manner described in my response to question one.

d) The use of an interdisciplinary service learning text such as Barber's book *Education for Democracy.* Another excellent work which highlights the use of service-learning as a tool of multiculturalism is *Community Service as Values Education,* ed. Delve, Mintz, and Stewart.

e) The creative use of "systems challengers" to challenge and provoke students out of comfort zone complacency, apathy, and prejudice. I have found that the moderate use of the insights of thinkers such as Nietzsche, Marx, and Freud can stimulate or shock many learners into a more multicultural world view.

Olivia Pulito, Instructor, Foreign Languages:

In the area of teaching a language other than English, we teach some of the geography of the world, we teach the names of famous artists who have influenced the world we live in through their work, we teach the efforts of other societies in feeding their population, educating their young, preserving the environment, choosing a governing system, etc. We use a limited amount of literature, videos of tourism, videos of social issues, publications issued by other governments to inform the outside world, publications written in the language of study such as newspapers and magazines intended for the native speaker, etc. We make our students aware, for example, that Spanish is spoken in the United States by the second largest population living in the United States. English, of course, remains the language of the land and is spoken by the majority of the population. The structures of the English and Spanish language are very similar. The list of direct and indirect cognates between the two languages is very large.

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Dr. Barton Lipofsky, Professor, Physics:

The history of astronomy spans many cultures from ancient to modern. Often, the same group of stars will be identified as a "constellation" by different cultures. It is interesting to note the interpretations—sometimes the same, sometimes different. China, India, Greece, Egypt, Babylon, etc. have all noted the stars. I think astronomy may be unique among the physical sciences in that it opened to serious participation by women earlier than most others (at least in Western culture).

In physics the history of the subject is the thread to follow if one is interested in interaction between the science and different cultures. Here, however, modern physics is so dominated by research in "Western" nations that it's hard to see much cultural diversity. In the main, science is supposed to deal with "objective reality," so cultural issues should not even matter.

Carol Marshall, Librarian,
and Harvey G. Jackson, Associate Vice President, Collegewide Learning Resources:

The BCC Library/Learning Resource centers on all four campuses can be sources of information by, about, and for various ethnic, cultural, or language groups. Collections of materials in languages other than English are available. Access to the INTERNET via library terminals makes access to worldwide information available to all. Internet resources include such things as government information, foreign library databases, and even individual contributions (such as a report from a student in a Japanese school, describing a typical day).

Joanne Metzler, Instructor, English:

Much of the literature that I teach relates to cultural diversity. One story that covers not only poverty and pride but also a single black American mother's struggle to raise her family is Ernest Gaines' "The Sky Is Gray." Another piece is Alice Walker's essay "In Search of Our Mothers' Gardens," which tells about the struggles women (not just black, but all women) have had against oppression, especially in the arts.

I use Tom Whitecloud's "Blue Winds Dancing," which is a Native-American short story dealing with the need for a connection between man and nature. Another favorite is Sandra Cisneros' "The House on Mango Street." This story tells about a little Mexican-American girl who grows up in a poor section of town but maintains her dream of having a nice house. "The Curse" by André Dubois is a short story I added this semester. It discusses the important issue of rape and how both men and women are forced to deal with this topic.

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Appendix

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APPENDIX A

"In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn more about the nature of their own heritage and to study the contributions of the cultural heritage of the other ethnic groups of the Nation."

Elementary and Secondary Education Act
Title X, Section 901, 1965

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APPENDIX B

The Mis-Education of the Negro

"The author does not support the once popular view that in matters of education Negroes are rightfully subjected to the will of others on the presumption that these poor people are not large taxpayers and must be content with charitable contributions to their uplift. The author takes the position that the consumer pays the tax, and as such every individual of the social order should be given unlimited opportunity to make the most of himself. Such opportunity, too, should not be determined from without by forces set to direct the proscribed element in a way to redound solely to the good of others but should be determined by the make-up of the Negro himself and by what his environment requires of him.

"This new program of uplift, the author contends, should not be decided upon by the trial and error method in the application of devices used in dealing with others in a different situation and at another epoch. Only by careful study of the Negro himself and the life which he is forced to lead can we arrive at the proper procedure in this crisis. The mere imparting of information is not education."

(Woodson 1933)

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APPENDIX C

Ten Principles of Human Development

1. The Right to Free Existence
2. Quality of Perception
3. Strength of Identity
4. Experience of Competence
5. Authentic Commitment
6. Suspension and Risk
7. Bridging the Distance
8. Self-Confirmation/Self-Transcendence
9. Synergy
10. Feedback

(Hampden-Turner 1974)

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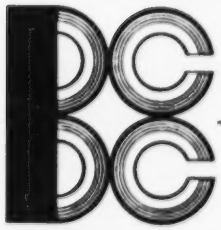

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